

Agricultural Sales and Service

Agricultural Sales and Service prepares students to enter a customer service related career in agriculture. These standards assist students in developing needed skills for developing positive customer relations, meeting profitable sales goals and applying business ethics while giving students the opportunity to see how business will be conducted as we move into the 21st century.

Pre-requisite: None

Recommended Credit: ½ or 1

Recommended Grade Levels: 10th, 11th or 12th

* $\frac{1}{2}$ denotes learning expectations that must be met when teaching the course for $\frac{1}{2}$ credit.

**** All learning expectations must be met when teaching the course for 1 credit.**

Agricultural Sales and Service

Standard 1.0

The student will analyze different types of business ownership.

Standard 2.0

The student will analyze employee/employer responsibilities necessary to maintaining a successful career and business in agriculture.

Standard 3.0

The student will demonstrate effective communication skills needed to develop positive working relationships in agricultural careers.

Standard 4.0

The student will illustrate principles used to make a sale to potential customers.

Standard 5.0

The student will apply principles of financial recordkeeping, inventory control and money handling.

Standard 6.0

The student will utilize basic computer operating programs and systems available to small business owners.

Standard 7.0

The student will integrate academic competencies with competencies in agricultural sales and service.

Standard 8.0

The student will develop premier leadership and personal growth needed for careers in agricultural sales and service.

Course Description:

The course introduces students to the different types of agricultural businesses found in local communities and the skills businesses are looking for in employees. Students will enhance skills and techniques utilized in agriculture sales and service agencies to meet the needs of consumers and employers.

Standard 1.0

The student will analyze different types of business ownership.

Learning Expectations:

The student will:

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| 1.1 | Compare the advantages and disadvantages of various types of business organizations. | 1/2 |
| 1.2 | Compare ownership options related to agricultural capital and operational expenses. | 1/2 |
| 1.3 | Evaluate variables that contribute to a business's success or failure. | 1/2 |
| 1.4 | Compare agencies used to obtain resources to start a business. | 1/2 |

Evidence Standard is Met:

The student will:

- Examine the differences in the business structures of various agricultural corporations and cooperatives.
- Determine the tax advantages and legal advantages of the various agricultural corporations and cooperatives.
- Specify the advantages and disadvantages of renting, leasing and owning capital equipment
- Determine methods for controlling the variables related to a business's failure or success.
- Recommend resources used in starting a business.

Integration/Linkages

Social Studies, Language Arts, Government, Business Education, Marketing, SCANS (Secretary's Commission on Achieving Necessary Skills)

Sample Performance Tasks

- Complete a career search for agribusiness industries using the library or Internet.
- Working in teams, present solutions to current agribusiness challenges.
- Prepare a cost analysis for renting, leasing and owning capital equipment in an agricultural enterprise.
- Construct flow charts that depict the types of general business organizations.
- Review local, annual business reports.
- Participate in job-shadowing experiences in agriculturally related businesses.

Standard 2.0

The student will analyze employee/employer responsibilities necessary to maintaining a successful career and business in agriculture.

Learning Expectations:

The student will:

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| 2.1 | Prescribe safety practices for various agricultural businesses. | 1/2 |
| 2.2 | Evaluate the need for worker benefits, taxes and insurance. | 1/2 |
| 2.3 | Evaluate regulations affecting the employer/employee relationship. | 1/2 |
| 2.4 | Assess ethical standards that should be adhered to by employees. | 1/2 |

Evidence Standard is Met

The student will:

- Prepare a list of industry approved safety practices for working in various agricultural industries.
- Evaluate how an employee is affected by worker benefits, federal and state taxes and insurance.
- Create a flow chart that specifies regulations that govern the treatment of employees.
- Develop a set of employee standards that should be followed in a business environment.
- Evaluate the Tennessee Department of Education's guide to Work Based Learning.

Integration/Linkages

Business Education, Marketing, Government, Mathematics, OSHA Standards, TOSHA Standards, Health Science, U.S. Department of Labor, U.S. Department of Agriculture, National FFA Standard of Ethics, SCANS (Secretary's Commission on Achieving Necessary Skills), Tennessee Department of Education – Work Based Learning

Sample Performance Task

- Complete a safety inspection on the lab or a greenhouse.
- Complete a 1040E and a W4 IRS form.
- Outline employee responsibilities in an agribusiness that sells agricultural products to the general public.
- Organize a chart showing the employee/business hierarchy in local businesses.
- Outline a set of ethical standards to be implemented in an agribusiness.
- Outline business responsibilities to their employees.
- Determine the percentage of an employee's income used to pay taxes, insurance and other deductions.
- Complete the trainer information sheets located in the guide for Work Based Learning.

Standard 3.0

The student will demonstrate effective communication skills needed to develop positive working relationships in agricultural careers.

Learning Expectations:

The student will:

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| 3.1 | Evaluate principles used for positive customer service and customer satisfaction. | 1/2 |
| 3.2 | Outline appropriate verbal and written skills used in an agribusiness setting. | 1/2 |
| 3.3 | Utilize good problem-solving skills to arbitrate employee conflicts. | |
| 3.4 | Determine the characteristics of a successful employee in an agricultural career. | |
| 3.5 | Assess the benefits of setting sales goals. | |

Evidence Standard is Met:

The student will:

- Determine an effective customer service attitude.
- Demonstrate positive verbal and nonverbal communication skills in an agribusiness setting.
- Demonstrate problem-solving skills through supervised practice.
- Demonstrate constructive interpersonal behaviors needed in business.
- Utilize the goal-setting process to determine future performance.

Integration/Linkages

Business Education, Marketing, Language Arts, Mathematics, SCANS (Secretary's Commission on Achieving Necessary Skills), National FFA Code of Ethics, Leadership

Sample Performance Tasks

- Practice telephone sales techniques.
- Role-play a customer/salesperson scenario to demonstrate appropriate greetings and listening skills.
- Role-play obtaining information from a customer for a desired service.
- Prepare evaluations that critique the positive and negative behaviors of students that role-play job scenarios.
- Prepare a set of personal goals for career success.

Standard 4.0

The student will illustrate principles used to make a sale to potential customers.

Learning Expectations:

The student will:

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| 4.1 | Examine the attributes of an effective salesperson. | 1/2 |
| 4.2 | Evaluate the steps used in making a sale. | 1/2 |
| 4.3 | Evaluate the relationship between product knowledge and making a sale on that product. | |
| 4.4 | Analyze methods for closing a sale. | |

Evidence Standard is Met:

The student will:

- Specify guidelines needed to become an effective salesperson.
- Specify the steps used from greeting a customer to closing the sale.
- Determine the correlation between a salesperson's knowledge of the product and ability to sell the product.

- Specify steps taken to close a sale.

Integration/Linkages

Business Education, Marketing, Language Arts, Mathematics, SCANS (Secretary's Commission on Achieving Necessary Skills), National FFA Code of Ethics, Leadership

Sample Performance Tasks

- Develop a portfolio of information on various agricultural products.
- Role-play a customer/salesperson scenario based on selling a product.
- Role-play a customer/salesperson scenario based on closing a sell.
- Complete a letter of apology for a defective product.
- Create and deliver a sales presentation to a prospective client.
- Prepare evaluations that critique the positive and negative behaviors of students that role-play job scenarios.

Standard 5.0

The student will apply accepted principles of financial recordkeeping, inventory control and money handling.

Learning Expectations:

The student will:

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|-----|---|-----|
| 5.1 | Examine control measures used for maintaining appropriate inventories. | 1/2 |
| 5.2 | Demonstrate procedures for handling money (cash, checks, credit cards, etc). | 1/2 |
| 5.3 | Evaluate ordering procedures and the use of purchase orders to keep up with the demands of consumers. | |
| 5.4 | Assess methods of pricing merchandise. | |
| 5.5 | Prescribe the components of financial recordkeeping. | |
| 5.6 | Prescribe methods of basic accounting procedures used in a business. | |

Evidence Standard is Met

The student will:

- Prepare a mock inventory of supplies and merchandise needed for an agricultural business.
- Compare the advantages and disadvantages of using different methods of merchandise payment.
- Complete a purchase order using proper procedures.
- Calculate cost plus mark up in order to price merchandise.
- Integrate financial data into standard business documents.
- Complete standard accounting forms used in sales.

Integration/Linkages

Mathematics, Language Arts, Business Education, Marketing, Accounting, SCANS (Secretary's Commission on Achieving Necessary Skills)

Sample Performance Tasks

- Complete an inventory checklist of the lab, shop or greenhouse.
- Complete a purchase order form for a feed store.
- Calculate retail prices on select items in a grocery store.
- Determine how local agricultural products are processed, delivered, stored, sold and consumed.
- Complete financial records and reports used in agribusiness.
- Analyze the use of financial ratios as they relate to business profitability.
- Demonstrate sales transactions in class.
- Demonstrate appropriate procedures for handling cash and securing inventory.
- Demonstrate using tax tables, calculators, cash register, computers and counting cash.

Standard 6.0

The student will utilize basic computer operating programs and systems available to small business owners.

Learning Expectations:

The student will:

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| 6.1 | Examine financial software available to business owners. |
| 6.2 | Utilize databases and word processing programs to communicate with customers. |

- 6.3 Evaluate the use of a spreadsheet for storing and presenting information.
6.4 Evaluate the use of electronic commerce.

Evidence Standard is Met

The student will:

- Recommend financial software packages to be used by a small business.
- Recommend the appropriate word processing program for an agribusiness need.
- Demonstrate the process of developing a database for customer clientele.
- Demonstrate how to set up a spreadsheet for an entrepreneurial program.
- Compare the concepts and functions of electronic commerce to traditional methods of commerce.

Integration/Linkages

Computer Science, Mathematics, Language Arts, Social Studies, Business Education, Marketing, SCANS (Secretary's Commission on Achieving Necessary Skills)

Sample Performance Tasks

- Prepare financial records, using available financial software packages.
- Prepare a report on available word processing programs.
- Prepare a database program listing local agribusinesses.
- Prepare list-serves for local businesses and customer bases.
- Create a spreadsheet program for the FFA chapter.
- Demonstrate purchasing merchandise through electronic commerce.

Standard 7.0

The student will integrate academic competencies with competencies in agricultural sales and service.

Language Arts:

The student will:

- 7.1 Demonstrate writing and oral communications to satisfy customer needs. $\frac{1}{2}$
7.2 Utilize research materials for marketing and selling agricultural products. $\frac{1}{2}$

Mathematics:

The student will:

- 7.3 Calculate percentages for merchandise pricing.
7.4 Perform basic computations used in completing financial records.
7.5 Complete financial reports for an agribusiness.
7.6 Complete order requests for consumable materials.
7.7 Calculate interest as it accrues on unpaid accounts.

Evidence Standard is Met:

The student will:

- Demonstrate language arts skills in presenting a business plan.
- Evaluate math skills as records are kept on inventory items and sales for a mock business.
- Complete financial records for a mock business.

Integration/Linkages

Mathematics, Language Arts, Social Studies, Government, Business Education, Marketing, SCANS (Secretary's Commission on Achieving Necessary Skills)

Sample Performance Tasks

- Complete a plan for the initiation and growth of an agribusiness.
- Advertise a product for sale using different media.
- Present an end-of-year report analyzing the effectiveness of a company.

Standard 8.0

The student will develop premier leadership and personal growth needed for careers in agricultural sales and service.

Learning Expectations:

The student will:

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|-----|--|-----|
| 8.1 | Compare the National FFA Code of Ethics to ethics required by industry. | 1/2 |
| 8.2 | Evaluate techniques used to present information to groups. | 1/2 |
| 8.3 | Evaluate student organizations participating in fundraising activities. | |
| 8.4 | Develop an SAEP, supervised agricultural experience program, from sales and service project. | 1/2 |

Evidence Standard is Met:

The student will:

- Develop a code of ethics to be implemented in an industry setting.
- Lead tour groups at school, place of business, fairs and other FFA related events.
- Compare the advantages and disadvantages of student organizations raising funds.
- Maintain records of an SAEP related to agriculture.

Integration/Linkages

Language Arts, Business Education, Marketing, Math, National FFA Guidelines for Parliamentary Procedure, National FFA Guidelines for SAEP, National FFA Guidelines for Decisions and Dollars, National FFA Guidelines for Proficiency Award, National FFA Guidelines for American FFA Degree, SCANS (Secretary's Commission on Achieving Necessary Skills), National FFA Guidelines for Community Education Programs

Sample Performance Tasks

- Debate which ethics should be implemented in an industry.
- Debate the need for student organizations to raise funds.
- Complete an FFA booth or display for a fair or community event.
- Complete the FFA/SAEP record book.
- Complete applications for proficiency awards and FFA degrees.
- Complete FFA Decisions & Dollars.
- Participate in FFA meetings, using parliamentary procedure rules of conduct.
- Participate in the FFA Food for America program.
- Participate in the America Reads Challenge program.
- Participate in the FFA PALS program.